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# Sequence of Progression

Our phonics programme overview shows the progression of GPC's, tricky and high frequency words that we teach term-by-term. The progression of the GPC's have been organised so that children are taught from the simple to the more complex, as well as taking into account the frequency of the GPCs in the most commonly encountered words. All of the graphemes taught are practised in words, sentences, and later on in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to a love of reading. Our expectations of progression are aspirational yet achievable if we maintain pace, practice and allow participation for all children. Children who are not keeping-up with their peers will be given additional practice immediately through keep-up sessions.



# Phonics @ St James'

Our sequence of progression ensures that there are high expectations for coverage. Quality teaching means that the scheme is rigorous and challenging. Our scheme embeds GPC knowledge whilst teaching children how to apply this to independent reading and writing.

Rehearsing the application of known GPC's is at the core of our teaching sessions ensuring that all children make progress in every session.

| <b>Year Group</b> | <b>Coverage</b>  |
|-------------------|--|
| Reception         | Phase 2 - Phase 3 (Phase 1 skills running throughout the year) |
| Year 1            | Phase 4 - Phase 5c (Phase 3 consolidation early Autumn term)   |
| Year 2            | Phase 5 consolidation - spellings rules & patterns             |
| Years 3 - 6       | Spellings rules & patterns (phonics where needed)              |

# Progression of Phases

## PHASE 1

All aspects should be experienced by all children to lay the best, most secure foundations. Aspects 1-6 can be delivered in any order. The children should experience them all in many different ways. They can be differentiated to challenge the most able of children and should not be overlooked at something 'less important' than Phases 2-5. Aspect 7 is something that, once introduced, can continue to be delivered alongside Aspects 1-6 as well as Phase 2 teaching in Reception year. NB. If a child has not mastered Aspect 4 and are unable to Rhyme, this should not hold them back from starting Phase 2 in Reception but it should continue as something the children need to experience in their playful situations, stories and singing.

### **Aspect 1:**

General sound discrimination – environmental sounds

### **Aspect 2:**

General sound discrimination - instrumental sounds

### **Aspect 3:**

General sound discrimination - body percussion

### **Aspect 4:**

Rhythm and rhyme

### **Aspect 5:**

Alliteration

### **Aspect 6:**

Voice sounds

### **Aspect 7:**

Oral blending and segmenting

## PHASE 2

As soon as the children are able to recognise the first set of GPC's they can begin to rehearse and apply their oral blending and segmenting skills to reading and writing.

|         |         |
|---------|---------|
| Set 1:  | s a     |
| Set 2:  | t p     |
| Set 3:  | i n     |
| Set 4:  | m d     |
| Set 5:  | g o     |
| Set 6:  | c k ck  |
| Set 7:  | e u     |
| Set 8:  | r h     |
| Set 9:  | b f ff  |
| Set 10: | l ll ss |

Children need to have lots of modelling of letter formation and how to blend words using 'pure sounds.'

Phase 2 to be taught in the autumn term of Reception class.

# PHASE 3

As soon as the children are able to recognise the first set of GPC's they can begin to rehearse and apply their oral blending and segmenting skills to reading and writing.

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|         |                              |
|---------|------------------------------|
| Set 1:  | j v                          |
| Set 2:  | w x                          |
| Set 3:  | y z zz                       |
| Set 4:  | qu ch                        |
| Set 5:  | sh th (unvoiced) th (voiced) |
| Set 6:  | ng ai                        |
| Set 7:  | ee igh                       |
| Set 8:  | oa oo (long - moon)          |
| Set 9:  | oo (short - book) or         |
| Set 10: | ar ur                        |
| Set 11: | ow oi                        |
| Set 12: | ur er                        |
| Set 13: | ure ear air                  |

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Phase 3 to be taught in spring term and the first half of the summer term in Reception class.

# PHASE 4

Revise all previous phonemes learned so far whilst learning new skills and applying them to reading and writing in a more challenging way.

- Reading and writing CVCC and CCVC words (e.g. just, lamp, chest, pram, drum, fresh)
- Reading and writing words containing digraphs (e.g. brown, snail, ladder, charm)
- Reading compound words (e.g. football, handstand, chopstick, lightbulb)
- Reading polysyllabic (more than one syllable) e.g. faster, parking, hospital
- Reading CCVCC (e.g. ground, stings, twist)
- Writing words on a line, remembering when to use a descender and an ascender.
- Writing short sentences using a mixture of CVCC, CCVC, compound, words with more than one syllable and sight words. e.g. The fast chap ran under the carpark
- Regular misconceptions: Children regularly hear these adjacent consonants incorrectly...
  - jrump instead of drum
  - jrump instead of drop
  - sboon instead of spoon
  - sbot instead of spot
  - chree instead of tree
  - chrap instead of trap
  - sdop instead of stop
  - sdick instead of stick

Phase 4 to be taught in the second half of the summer term.

## PHASE 5A

### Alternative Spelling Choices:

Set 1: **ay** (play) **ou** (house) **ie** (tie) **ea** (beach)

Set 2: **oy** (toy) **ir** (bird) **ue** (glue) **aw** (saw)

Set 3: **wh** (wheel) **ph** (dolphin) **ew** (screw) **oe**

Set 4: **oe** (toe) **au** (sauce) **ey** (key)

Set 5: **a-e** (cake) **e-e** (athlete) **i-e** (kite)

Set 6: **o-e** (note) **u-e** (cube)

## PHASE 5B

### Alternative Pronunciations

Set 1: **i** (tiger) **o** (open) **c** (city) **g** (giant)

Set 2: **u** (unicorn) **ow** (snow) **ie** (chief) **ea** (bread)

Set 3: **er** (fern) **e** (me) **a** (baby) **a** (swan)

Set 4: **ch** (school) **ch** (chef) **ey** (grey)

# PHASE 5C

## Alternative Spellings

Set 1: **ch:** t (picture) tch (catch)

**r:** wr (wrap)

**ear:** ere (here)

**ur:** ear (learn) or (worm)

Set 2: **j:** dge (fudge)

**s:** st (listen)

**air:** ear (pear) are (bare) ere (there)

**oo:** oul (could) u (push)

Set 3: **m:** mb (lamb)

**z:** se (please)

**ar:** a (father) al (half)

Set 4: **n:** kn (knit) gn (gnat)

**u:** o (some)

**or:** ore (core) our (fore) a (ball)

augh (caught)